

Task Force

for International co-operation on Holocaust education,
remembrance and research

REPORT

To the Stockholm International Forum on the Holocaust

Work in progress, December 1998 - January 2000

***Task Force for International Co-operation on Holocaust Education, Remembrance
and Research***

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1 a. Address by Stuart E. Eizenstat, Presenting Task Force Report on International Cooperation to the Stockholm International Forum on the Holocaust, January 28, 2000

The Task Force for International Cooperation on Holocaust Education, Remembrance, and Research has had a remarkable beginning. As President Clinton's personal representative to the Task Force, and on behalf of the Task Force as a whole, I offer you the following summary of its activities in 1999, since I reported to many of you at the Washington Conference.

Started at the initiative of Prime Minister Persson, in May 1998, the Task Force began as an effort by Sweden, the United Kingdom and the United States to pace governmental support behind efforts to teach the Holocaust. Task Force membership has grown to 9 nations (with the addition of France, Germany, Israel, Italy, the Netherlands and Poland) and has a number of additional requests for membership that it will be actively considering. Perhaps the most important Task Force contribution has been to propel, through diplomatic channels, Holocaust education and remembrance onto the world stage - witness the Stockholm International Forum on the Holocaust, 26-28 January 2000 as a direct outgrowth of the excellent Task Force concept, and which was developed with Task Force support.

Our first projects included establishing a catalogue of Holocaust education and remembrance activities underway around the world and a directory of institutions involved in this work, and disseminating a set of guidelines to help advise educators of the most successful approaches to teaching these difficult issues.

At the 1998 Washington Conference on Holocaust era assets, the Task Force offered two declarations, one on promoting Holocaust education and one urging archival openness, which were widely supported by the forty or so other governments attending. These declarations were included in Conference Report issued in Washington, and have been reproduced in this year's report of 28 January 2000. In addition to these declarations and resource materials, the Task Force has developed a web site with extensive and useful links, and brought together a group of devoted diplomats, historians, NGO representatives and other experts. It is engaged in a new kind of diplomacy, matching diplomats, NGOs and experts in intensive but informal action-oriented work for this important cause.

In my view and that of my government, the future of the Task Force rests on its ability to translate the experience and expertise of Task Force countries into action to assist other countries to develop or upgrade Holocaust education and remembrance in their societies. This work has already begun. In June, the Task Force decided to undertake "liaison projects" with countries that either have not yet developed Holocaust education in their schools and communities or have done so only to a limited extent, and with

others that seek to strengthen established efforts. The liaison projects represent an opportunity for countries to establish and develop a relationship with the Task Force. The projects will be individually tailored to the needs and desires of requesting countries in consultation with Task Force specialists, and predicated on in-depth, long-term cooperation. They cover possibilities from comprehensive national education programs such as Sweden's Living History project, to teacher training, curriculum development, and so on.

On behalf of the Task Force, I commend the Czech Republic for being the first non-member to draw upon Task Force resources. Last summer, President Havel invited the Task Force to participate in October's Phenomenon Holocaust conference in Prague. The Task Force was asked to provide a comparative presentation on how the Holocaust is taught in various of its countries. To do so, the Task Force took Czech teachers, experts and education authorities to training sessions and education/remembrance institutions in the U.S., Israel and the Netherlands. Those who participated described to the Prague conference what they saw, but more importantly took home with them innovative techniques for use in the Czech Republic. The end result was a decision to have the Task Force conduct teacher training in the Czech Republic for a core of teachers who will themselves become trainers. We hope the Czech model will be emulated by other countries and whole-heartedly welcome the announcements at this Forum by the Latvian and Bulgarian Presidents that they wish to establish liaison projects with the Task Force, and the interest in the Task Force expressed by the Prime Ministers of Lithuania and Ukraine. I would also like to report that the President of Argentina personally expressed to me his country's desire to engage in Task Force liaison projects. We look forward to welcoming them and others into the circle of Task Force cooperation.

To help support such activities, the Task Force has decided to establish an endowment fund, to which a number of countries are already considering contributing, and which the Swedish Ministry for Foreign Affairs has agreed to administer for the time being. I am pleased to report that my Government strongly supported the creation of this fund and hopes to be able to announce a contribution soon. The Task Force is also establishing an Academic subcommittee to consider how to develop chairs of Holocaust studies at institutions of higher education. And we are working to promote days of Holocaust commemoration in countries where they do not yet exist. Yesterday we learned that we will soon be able to count two new additions to countries that have commemoration days - the United Kingdom and Sweden. The Task Force sincerely welcomes this development as in line with its basic objectives.

Significantly, the Task Force sponsored the International Educator's Conference at Yad Vashem in Jerusalem last October, and held its sixth meeting there. The Task Force held its seventh meeting on January 25th, chaired by Sweden, and will meet again in the spring under Germany's chairmanship. For more detailed information about possible relationships,

governments and NGO's are encouraged to get into touch with the Task Force chairman.

Finally, I would like sincerely to thank Prime Minister Persson first for broadening the mandate of the Swedish Commission from the issue of stolen assets to the full question of the role Sweden played during the Second World War. And secondly, for his personal initiative in launching this Task Force. It is truly amazing what has been done in less than two years arising from his initiative. I personally look forward to the Task Force's further development, to a growing number of liaison projects and an eventual growing membership. We are indeed making up for lost time in an effort worthy of your attention and support.

1 b. The Declaration of the Stockholm Forum on the Holocaust, A Conference on Education, Remembrance and Research, 26 – 28 January, 2000

We, High Representatives of Governments at the Stockholm International Forum on the Holocaust, declare that:

1. The Holocaust (Shoah) fundamentally challenged the foundations of civilisation. The unprecedented character of the Holocaust will always hold universal meaning. After half a century, it remains an event close enough in time that survivors can still bear witness to the horrors that engulfed the Jewish people. The terrible suffering of the many millions of other victims of the Nazis has left an indelible scar across Europe as well.
2. The magnitude of the Holocaust, planned and carried out by the Nazis, must be forever seared in our collective memory. The selfless sacrifices of those who defied the Nazis, and sometimes gave their own lives to protect or rescue the Holocaust's victims, must also be inscribed in our hearts. The depths of that horror, and the heights of their heroism, can be touchstones in our understanding of the human capacity for evil and for good.
3. With humanity still scarred by genocide, ethnic cleansing, racism, anti-Semitism and xenophobia, the international community shares a solemn responsibility to fight those evils. Together we must uphold the terrible truth of the Holocaust against those who deny it. We must strengthen the moral commitment of our peoples, and the political commitment of our governments, to ensure that future generations can understand the causes of the Holocaust and reflect upon its consequences.
4. We pledge to strengthen our efforts to promote education, remembrance and research about the Holocaust, both in those of our countries that have already done much and those that choose to join this effort.
5. We share a commitment to encourage the study of the Holocaust in all its dimensions. We will promote education about the Holocaust in our schools and universities, in our communities and encourage it in other institutions.

6. We share a commitment to commemorate the victims of the Holocaust and to honour those who stood against it. We will encourage appropriate forms of Holocaust remembrance, including an annual Day of Holocaust Remembrance, in our countries.

7. We share a commitment to throw light on the still obscured shadows of the Holocaust. We will take all necessary steps to facilitate the opening of archives in order to ensure that all documents bearing on the Holocaust are available to researchers.

8. It is appropriate that this, the first major international conference of the new millennium, declares its commitment to plant the seeds of a better future amidst the soil of a bitter past. We empathise with the victims suffering and draw inspiration from their struggle. Our commitment must be to remember the victims who perished, respect the survivors still with us, and reaffirm humanity's common aspiration for mutual understanding and justice.

1 c. Task Force Declaration on Promoting Holocaust Education, Remembrance, and Research, presented to the Washington conference on Holocaust-era Assets, Washington, December 3, 1998

(Germany, Israel, Sweden, United Kingdom, United States)

The international community's recent attention to the long-neglected issues of Holocaust-era assets has prompted a number of countries to look more closely at both their own roles and the broader history of this tragic period. While differing enormously in content and intensity, these developments are encouraging, useful, and necessary. Holocaust education, remembrance, and research strengthen humanity's ability to absorb and learn from the dark lessons of the past, so that we can ensure that similar horrors are never again repeated.

As the international community continues to focus on the Holocaust-era assets issues at the 1998 Washington Conference and beyond, the priority and urgency for international attention must also encompass Holocaust education, remembrance, and research. Efforts and resources in this direction should be expanded to reinforce the historic meaning and enduring lessons of the Holocaust ("Shoah") and to combat its denial.

To address this imperative, we are committing our countries to encourage parents, teachers, and civic, political, and religious leaders to undertake with renewed vigour and attention Holocaust education, remembrance, and research, with a special focus on our own countries' histories. We will strengthen our existing programs or launch new ones to advance this common objective. We pledge our commitment to this endeavour and have joined together to develop an unprecedented diplomatic co-operation in this field, in a spirit of partnership, humanity, and justice. We call on the other nations participating in the Washington Conference on Holocaust-Era Assets to also take steps to strengthen existing Holocaust education, remembrance, and research efforts, and to undertake new ones where necessary. We invite nations to work with the Task Force for International Co-operation on Holocaust Education, Remembrance, and Research to pursue these common goals.

As this century comes to a close, our determination never to forget is a key to realising progress for mankind. The healing of the world (in Hebrew, *tikun olam*) is a solemn duty of all who

cherish freedom and human dignity. We hope our efforts to deepen Holocaust education, remembrance, and research will help to fulfil that responsibility as we begin a new millennium.

1 d. Task Force Declaration on Archival Openness and Access, Washington, December 3, 1998

(Germany, Israel, Sweden, United Kingdom, United States)

The recent opening of archives bearing on the Holocaust ("Shoah"), in particular those related to Nazi-looted gold and other confiscated assets, has made possible important new historical research on these complex issues. As a result, the international community's understanding of this tragic period in the history of the twentieth century is being strengthened substantially as scholars gain access to millions of pages of documents for the first time.

The presentations made to the December 1997 London Nazi Gold Conference and subsequent work on the part of historical commissions in many nations demonstrate that although much progress has been made, there is still more work to be done in bringing the full historical record to light. The governments comprising the International Task Force on Holocaust Education, Remembrance, and Research agree on the importance of encouraging all archives, both public and private, to make their holdings more widely accessible. This will facilitate further research and encourage greater understanding of the Holocaust and its historical context.

The Washington Conference on Holocaust-Era Assets provides an ideal opportunity for all participating governments to join us in endorsing the importance of full archival openness, and in undertaking to work toward the goal of making all documentation bearing on the Holocaust and the fate of Nazi-confiscated assets available to researchers. The adoption of December 31, 1999, as a target date to meet this goal will reinforce the commitment of humanity to learn from the history of this century as we enter a new millennium.

2 a. Task Force Liaison Projects

Since the end of World War II, the world has struggled to come to terms with the Holocaust's history and legacy. The recent focus on long-neglected assets issues served as a catalyst for countries that have not concentrated intensely on Holocaust education to do so, including a focus on their roles and responses to its events. The International Task Force for Holocaust Education, Remembrance and Research countries have gathered experts from numerous relevant institutions and organisations to assist government representatives in supporting these efforts.

At a June 25 Task Force meeting in London, the participating states decided to make available "liaison projects" to countries that either have not yet developed Holocaust education in their schools and communities or have done so only to a limited extent, and to those that seek to strengthen established efforts. While not conferring Task Force membership, the projects represent an opportunity for countries to establish and develop a relationship with the Task Force.

Liaison projects are available exclusively upon request from interested governments. Each project will be individually shaped by the requesting country in consultation with Task Force specialists, predicated on in-depth, long-term co-operation, and designed for maximum access to the experience, expertise and resources at the disposal of Task Force governments and affiliated institutions. The first project is already underway with the Czech Republic, and a number of other countries have expressed an interest in developing a relationship with the Task Force in this regard.

Projects could cover a wide range of possibilities, including but not limited to: comprehensive national education programs (like Sweden's Living History project), teacher training, curriculum development, establishment of national remembrance days and related activities, establishing museum/remembrance institutions, hosting conferences, developing educational guidelines, using survivor lectures, recording survivor histories, concentration camp visits, developing or accessing educational material, liaison with expert institutions, educator exchanges, and using travelling exhibitions.

The Task Force envisions liaison projects including assessments of current efforts in Holocaust education and remembrance in a requesting country, coupled with consultations on possible program development that matches the interests of the inviting country with the resources of the Task Force.

In the Czech case, president Havel's office invited the Task Force to meet with representatives of the Czech government, and Czech Jewish and Roma communities to discuss the possibility of the Task Force making a presentation to a conference on different methods of teaching about the Holocaust in Task Force countries. This invitation led to a decision by the Task Force countries over the summer of 1999 to see, and in some cases participate in, teacher training and other relevant activities.

After the trips (to the U.S., Israel and the Netherlands), the Czech authorities and the Task Force agreed that experts from the Task Force country institutions would conduct intensive training in the Czech Republic for teachers who could then train other Czech teachers in the Czech language,

for a multiplier effect. With the hope that eventually all Czech history teachers will have some Holocaust Education training. This first experience with a liaison project can serve as a model for future work with other countries. The Task Force encourages countries interested in such opportunities to contact the Task Force Chairman.

2 b. Task Force Information Projects

(Wesley A. Fisher, United States Holocaust Memorial Museum, December 1999)

At its initial meetings in 1998, the Task Force for International Co-operation on Holocaust Education, Remembrance, and Research identified as one of its first priorities the development of a catalogue or survey of Holocaust education, remembrance, and research efforts currently underway worldwide. As a first step toward that goal, an *International Directory of Organizations in Holocaust Education, Remembrance, and Research* and a web site for the Task Force were prepared in time for the Washington Conference on Holocaust-Era Assets in December 1998. The number and scope of such information projects increased substantially thereafter, and in mid-1999 an editorial group consisting of appointees from each of the member countries was formed. At present it consists of the following persons:

Editorial Group for Task Force Information Projects

France

To be appointed

Germany

Dr. Beate Kosmala

Zentrum fuer Antisemitismusforschung, Technische Universitaet Berlin

Israel

Ms. Richelle Budd Caplan

Yad Vashem-The Holocaust Martyrs' and Heroes' Remembrance Authority

Italy

To be appointed

Netherlands

Mrs. Nine Nooter and Mr. Aik Meeuse

National 4 and 5 May Committee

Poland

Ms. Teresa Swiebocka

State Museum of Auschwitz-Birkenau

Sweden

Dr. Paul A. Levine

The Uppsala Programme for Holocaust and Genocide Studies, Uppsala University

United Kingdom

Mr. Paul Salmons

Imperial War Museum

United States of America

Dr. Wesley A. Fisher

United States Holocaust Memorial Museum

Task Force Web Site

The Task Force's web site may be found at <http://taskforce.ushmm.gov>. At present the web site is in English only, but it is planned to make at least basic information on the Task Force available in the languages of all member countries. There are, of course, links to many non-English-language sites.

International Directory of Organizations in Holocaust Education, Remembrance, and Research

The International Directory of Organizations in Holocaust Education, Remembrance, and Research is maintained on the web site of the Task Force in an electronic searchable version that is regularly updated. It provides basic information on over 1000 institutions throughout the world concerned with Holocaust education broadly defined and has been updated. The listings incorporate and supplement those of the Association of Holocaust Organizations, Yad Vashem, the United States Holocaust Memorial Museum, the Goethe-Institut, the Council of Europe and others.

A hardcopy printout has been prepared for delegates to the Stockholm International Forum on the Holocaust 26-28 January 2000. In this printout version, organizations are listed alphabetically within the listings for each country. International organizations can be found both under "International" and under the country of location. All the information presented should be accurate as of January 2000, but in a work of this sort omissions and errors inevitably occur, despite best efforts to ensure that the information is complete and correct.

Obviously such an international compilation is impossible without the generous assistance of many organizations and individuals in many countries. In particular, we are most grateful to Dr. William Shulman, President of the Association of Holocaust Organizations, for permission to include the current (2000) listings for the organizational members of the AHO. Institutions that are members of the Association of Holocaust Organizations have been marked with an asterisk.

The compilation of information when this project began in late 1998 was done by Stéphane Bruchfeld, then of the Swedish Prime Minister's Office, and Wesley A. Fisher and Nicolas Gauvin of the United States Holocaust Memorial Museum with the assistance of the following; Shulamit Imber, Pedagogical Director, and Richelle Budd-Caplan of Yad Vashem, kindly provided Yad Vashem's list of relevant institutions in Israel and abroad. Regina Wyrwoll, Head of Media Division, Goethe-Institut, Munich, and Annette Brinkmann generously provided the

address list of German institutions resulting from the project *Learning from History: The Nazi Era and the Holocaust in German Education*. Also useful was information collected by Katherine Klinger for the Council of Europe's publication *The Holocaust in the School Curriculum: A European Perspective*. Veronika Bard-Bringéus, Deputy Director International Affairs, and Mia Löwengart of the Office of the Prime Minister of Sweden, and Swedish embassies in Europe and Israel helped collect and verify information for the initial version. Many staff members and interns of the United States Holocaust Memorial Museum assisted, in particular Joan Ringelheim, Sara Greenberg, Stephen Feinberg, Jacek Nowakowski, Radu Ioanid, Klaus Mueller, Michael Haley Goldman, Andres Abril, Alberto Rios, Arnold Kramer, Harry Lee, Susanne Brose, Sarah Lueer, Solomon Danzig, Monica Schaeffer, Robert Price, Carmen and Jessica Marrero.

The current updated version was prepared by members of the Editorial Group for Information Projects of the Task Force with the assistance of Rebecca Grinblat, Monica Schaeffer, and Greg Jacobson of the United States Holocaust Memorial Museum. We are grateful to the numerous organizations worldwide that provided us with information on their activities.

International Calendar of Events in Holocaust Education, Remembrance, and Research
The International Calendar of Events in Holocaust Education, Remembrance, and Research is maintained on the web site of the Task Force in an electronic searchable version that is regularly updated. It provides basic information on conferences, lectures, exhibits, and programs related to the Holocaust all over the world. The International Calendar is maintained primarily in English with links to sites in a variety of languages. A new version will be available shortly that will permit searches by country and institution in addition to date.

International Guide to Archival Sources on the Holocaust

In view of the importance of access to the full archival record of the Holocaust and its historical context for understanding this tragic period of history, the Task Force wishes to draw attention to the work already underway and planned in this area.

Archives relevant to the study of the Holocaust are scattered in many public and private institutions in a great many countries around the globe. In recent years both the United States Holocaust Memorial Museum and Yad Vashem have implemented wide-ranging global programs to survey these records and to microfilm them and make them available to researchers. In this way, invaluable data banks are being created that provide essential reference material for those researching or teaching Holocaust-related issues.

The Task Force web site will soon provide links to the on-line archival catalogs of the United States Holocaust Memorial Museum and Yad Vashem; to guides to relevant archival repositories around the globe; and to the Internet-based International Guide to Archival Sources on Holocaust-Era Assets initiated by the Historians of the Foreign & Commonwealth Office of the United Kingdom.

International Guide to Holocaust Educational Curricula

Work is currently under way in a number of countries to place information on educational curricula concerning the Holocaust on the Internet. The Task Force web site will soon begin to provide a search mechanism to locate such materials by country of origin, intended age of audience, and other criteria.

The Editorial Group for Task Force Information Projects looks forward to improving the quality and availability of information in the above-named guides as well as to the creation of additional projects that may assist international efforts in Holocaust education, remembrance, and research.

2c. Holocaust Education Guidelines: Resources & Developments

(Stephen D. Smith, Director, Beth Shalom Holocaust Memorial Centre, United Kingdom, January 2000)

Introduction

In an earlier document produced by the Task Force a number of principal guidelines for Holocaust education were outlined (see 2.1). This document therefore focuses on where to find guidelines, where to seek assistance, and explores curricular and extra-curricular concepts being employed currently, as well as potential developments in resourcing teaching about the Holocaust.

Useful Introductory Resources

The Report to the Washington Conference on Holocaust-Era Assets at the United States Holocaust Memorial Museum contains a detailed contribution by the then UK delegate leader, Anthony Layden, entitled, 'Elements for Guidelines for Holocaust Education'. The recommendations contained therein remain valuable and current. Copies of this may be obtained via the United States Holocaust Memorial Museum web site at:
<http://www.ushmm.org/assets/taskforce/three.htm#1>

In addition the United States Holocaust Memorial Museum's own guidelines are a valuable source for methodological considerations. These are comprehensive and although developed for an American audience, have broad ranging considerations for teachers everywhere. These may be obtained from the museum and found at: <http://www.ushmm.org/education/guidelines.html>

Many of the educational experts present at the conference have developed and produced materials for teachers, among them are content guides, curricula and rationale for teaching. A list of delegates and the organisations for which they work are available in the conference pack.

In addition a variety of non-governmental organisations have ongoing programmes that you may be able to contact. A useful list of Holocaust organisations can be found on the Task Force section of the United States Holocaust Memorial Museum's website at:
<http://ntdata.ushmm.org/ad/>

Task Force Activities

The Task Force has initiated a number of liaison projects between member and non-member countries interested in finding ways of co-operating on educational projects. The emphasis on the liaison projects is facilitating partnership between governments, but also in finding ways in which non-governmental organisations might work together to develop projects with real influence upon educational output.

This works as a two-tier approach. Governments agree to assist each other on matters of policy, and are complemented by activity by non-governmental organisations lending expertise for conferences, publications, resources etc. The non-governmental/governmental partnership is one to be further explored by the Task Force and may provide important opportunity for educational development in countries where non-governmental organisations would benefit from new partnerships.

The partnership of the Task Force in the Yad Vashem International Conference on Holocaust Education in Jerusalem in October 1999 provided a further platform for intergovernmental co-operation in the environs of educational development. The recognition of the significance of expert input to the diplomatic process is important in demonstrating that the outcome of the political process is to encourage the development of good practice across a broader range of countries and in providing a vehicle by which expertise can be shared more readily.

Wherever possible governmental and non-governmental partnerships should be sought, as the relationship is reciprocal and government can add value to the expertise that non-governmental organisations have. It should be stressed however, that diplomatic activity should never act as a substitute for content, research or outcome achievements.

Institutional Partnerships

Outside of the context of intergovernmental work, many opportunities exist for international institutional partnerships. (By way of example my own institution, Beth Shalom, has working partnerships with: Yad Vashem, Israel; The Cape Town Holocaust Museum, South Africa; The House of Memory, Vilnius; and Richard Stockton College, New Jersey). Such partnerships can readily be found, as experts are usually ready to share their advice and expertise when and where time and resources allow. The benefit is almost always reciprocal as the learning and development in partnerships takes place in both directions.

Resources and Activities

Curriculum components are now well developed to assist teachers in planning their lessons in a variety of disciplines and in a variety of contexts. Both Yad Vashem and the United States Holocaust Memorial Museum have considerable resources in finding and providing assistance for developing ideas or locating suitable curricula.

As teaching about the Holocaust should be inter-disciplinary, wherever possible, familiarity with non-historiographical sources is important to augment the learning process. Literature, poetry, drama, the creative arts, films, documentaries and speakers, may all provide alternative forms of exploring the topic.

Today the privilege of having survivors to speak and to share their own personal testimony is a valuable contribution to any educational programme. It is important that the message of the eyewitness remains a constituent part of our educational methodology while the opportunity remains. It must be stressed that care must be taken to ensure that the individual is equipped to speak and well supported throughout. Where it may not be possible to have an individual speak personally, the use of video testimony material can be a very valuable contribution to a student's learning process.

Throughout Europe, the proximity of sites related to the actual experience of the Holocaust are (unfortunately) never far away. These sites can provide an important place for learning and confrontation with the reality of their existence on the topography of the European landscape. Many sites have their own resources to assist visitors. Many are also forgotten places, where the work of students can help to reveal some of the history that might otherwise be lost. While local schools/colleges are most likely to engage such activity, the opportunity for liaison projects or exchange programmes around these sites is quite immense and could provide valuable contributions to international exchange and learning.

The sites of the Holocaust also are important destinations for field trips from outside of Europe. It is important that such trips do not only go to places of destruction, but also see the towns and villages where communities once lived side by side and wherever possible foster opportunities for people of different backgrounds to come together. Unfortunately, such visits have often been the focus of prejudicial teaching on the part of both visitors and indigenous populations. The development of new programmes such as the forthcoming 'Hope and Remembrance' programme, bringing together undergraduate Jews and non-Jews should and could contribute to wider understanding. Wherever possible, host governments should strive to provide opportunities for visitors to meet with local students and to encourage joint experiences.

Visits to museums outside of Europe can also be an important learning experience. The development of partnerships between governments and such institutions as well as the development of educational programmes, should wherever possible be used to stimulate new ways of encouraging the student to think about the Holocaust outside of the classroom context.

Holocaust remembrance days provide similar opportunity for extra-curricular activity. School assemblies, external speakers, visits to museums, municipal activities and inter-institutional programmes provide opportunities for students to address a wide range of activities in a range of venues. Such activities remove the issues from the formal classroom setting and should be afforded the opportunity of exploration in the context of the wider societal setting.

Cyberspace has brought to the topic of the Holocaust a new range of opportunities. A much broader wealth of source materials, interactive learning guides, communication possibilities and the ability to draw valuable resources from around the world is now available. This is useful for teachers requiring additional resources as well as students learning about the topic. This interactive mode of learning complements the range of excellent digital media available on CD-ROM.

Developments and Concepts

E-mail and web sites have also made distance learning that much more possible. This is particularly valuable for in-service training for teachers, and for graduate courses, which are currently being developed. This will undoubtedly emerge with time providing increased opportunities for learning across national boundaries.

Teacher training remains a critical area to be developed right across the countries presently represented at the conference. The lack of emphasis on the Holocaust in school curricula a generation ago, has left many teachers short of basic information and unaware of the significance that such learning can have for the pupil. Investment into the development of training schemes is a priority to ensure the continuity of learning throughout the school environment.

The development of good practice and the issues and experiences of a wide range of expert teachers can be discussed and explored through international conferences. The 'Yad Vashem International Conference' and 'Remembering for the Future 2000' are examples of such gatherings where academics, educational theorists and teachers can exchange concepts and ideas for future development.

Government backed projects, such as the 'Living History' project can do much to establish and motivate the development of learning and societal interchange and provide positive direction led by government agencies. There is undoubtedly a limit to the time and resources that government can lend before the non-governmental sector takes the mantle of responsibility. But governments may look to see how best they might inject motivation through specific and targeted educational projects.

In countries, particularly in East European and the Baltics where the facts of the Holocaust and its implications for the indigenous population are still being evaluated, the outcome of government led historical commissions could be the development of appropriate educational programmes. Such programmes would inevitably assist the population to address its own learning with assistance from government bodies and encourage the development of educational partnerships with other governments/non-governmental institutions.

The building of museums and the provision of permanent resources have lent much to the development of awareness and education among both the general population and the learning community, where such organisations have been constructed. Plans for a new centre in Stockholm, the opening of the Imperial War Museum Holocaust Gallery and the discussions around the Berlin Memorial demonstrate that governments and national galleries are aware of the need to keep investing in the infrastructure of education. The need to do this, particularly in East European countries is important as the development of permanent places of learning strengthens the longevity of the learning process and places learning on the topography of the European landscape.

Conclusions

Existing material on Holocaust education exists and is readily available. However, the need to develop new material remains an important activity.

Sites, memorial museums and educational projects are an important means of delivery for extra-curricular activity as well as the provision of curriculum related materials. Close co-operation between government agencies and the provision of educational material is an area for continued development.

The development of liaison projects to assist in educational output is to be encouraged. These could be governmental or non-governmental in nature, but should seek to specifically find areas where progress can be made with the output of a quality learning experience.

Continuing to focus on investing in the infrastructure and professional development of Holocaust educational institutions and teachers remains a significant task in light of the demand and previous lack of assistance or focus afforded this important area.

2e. Holocaust Commemoration: International Perspectives

(Stephen D. Smith, Director, Beth Shalom Holocaust Memorial Centre, United Kingdom)

Update on Activities.

At the Washington Conference held at the United States Holocaust Memorial Museum in December 1998 the creation of an International Day of Holocaust Remembrance was explored in view of the increasing international co-operation inspired by the activities of the Intergovernmental Task Force.

Following the conference, Yad Vashem conducted a thorough review of some forty countries and regions to ascertain the level of commitment already in existence for national acts of commemoration. The results (listed below) demonstrated that with a number of significant countries already committed to national events, any attempt to harmonise a single international day would prove problematic and not necessarily add significantly to what might be achieved nationally.

It was decided that the unilateral development of national days of remembrance would have the desired effect of commemorating the victims of the Holocaust and providing a national focus for raising awareness and stimulating teaching and learning.

While countries such as Israel, the United States, Lithuania, and Latvia have legislated for Holocaust remembrance days, other countries, such as Germany, France and Denmark have chosen to follow less formal, but nevertheless government-led acts of commemoration. There are presently a number of countries still at the early stages of implementing a national Holocaust remembrance day. These include: Sweden, the United Kingdom, and Italy, all of whom have chosen 27 January. Either legislation is to be passed, or government is to make official statements implementing national annual acts of commemoration and learning in these three countries shortly.

It is envisaged that countries participating at the conference, but not as yet holding such national commemorative acts may wish to consider taking unilateral decisions to implement such a day in their respective countries. Partnerships might be sought with delegations with Holocaust remembrance days in place to stimulate international and intercultural exchange.

Issues Relating to Holocaust Remembrance Days:

Memory and Forgetting

It is commonly recognised that significant historical events are documented by historians and enter the historical consciousness of society through a variety of means and media. Events we reflect upon involve levels of selective remembering and forgetting, including emphases for example, on heroism, or triumph, or mourning, dependent on the nature of the event and its significance in the present. History is therefore limited and shaped by our interpretation of it.

The Holocaust is also limited by our memory, but presents a different challenge, as its memory should be, to quote Franklin Littell, 'international, interdisciplinary and interfaith' and hence cross all boundaries of human endeavour. The Hebrew term 'Zachor!' ('Remember!'), is often invoked to stimulate or demonstrate the process of memory. It is nevertheless important to ask whom we are attempting to remember, why we are attempting to remember and how. These questions should frame our rationale whether at personal or national level, and are important to ask, to ensure that the focus we create is constituent with the aims we identify.

Who do we Remember?

When we talk of the Holocaust we speak of something quite unprecedented in human history. This is the name ascribed to the process and implementation of mass death upon all Jews without exception in Nazi-occupied Europe. The singularly ferocious and largely successful attack upon the Jews, resulted in the infamy of Auschwitz as we know it, and the existence of Belzec, Treblinka, Chelmno, Sobibor and similar centres of murder, which otherwise would not have existed.

- Therefore, when we talk of the Holocaust, we refer *only* to the mass destruction of European Jewry. Mass murder was also inflicted upon a variety of ethnic communities, political groups and unarmed military personnel also. Their deaths must be seen either as crimes against humanity or as acts of genocide in their own right, and should be remembered as such. A broad 'all victims of Nazism' definition of the Holocaust defeats the purpose of the term, as this term did not come into being to describe all suffering everywhere. It struggled with the unprecedented trauma of the 'Final Solution' the likes of which has never been encountered before or since. It is important to make distinctions not based on the value of human life, as every life is equally valuable, but on the process and intent.

- Therefore, it is possible to incorporate into the concept of remembrance, 'the victims of the Holocaust *and* the victims of mass murder during the Nazi period', without demeaning the life of any individual, and also without losing sight of why the destruction of European Jewry as defined by the Holocaust is so important as a memory and as a lesson for humanity.

Why do we Remember?

The motivations for remembrance are multiple and variable. However, each act of commemoration encompasses the following as part of a complex process:

- We remember to come alongside the bereaved and to share the burden of their memory;
- We remember because memory gives dignity to the past and shape to our own identity;
- We remember to involve ourselves in the consequences of the facts;
- We remember to learn, as memory recites a version of the events from which we can learn;
- We remember to warn future generations of the consequences of neglecting this memory;
- We remember in part to criticise our own acts and attitudes in the present.

In defining how it would address such criteria by way of example the UK government proposal for a Holocaust Memorial Day identifies a number of aims and objectives for remembrance in the national context. They are to:

- Raise awareness and understanding of the events of the Holocaust as a continuing issue for all humanity, based on a recognition that it could happen again anywhere and at any time, unless we ensure that our society is vigilant in opposing racism;
- Highlight the values of a tolerant and diverse society based upon the notions of universal dignity and equal rights and responsibilities for all its citizens;
- Provide a national mark of respect for all victims of Nazi persecution and demonstrate understanding with all those who still suffer its consequences;
- Reflect on recent atrocities that raise similar issues;
- Commemorate the communities who suffered as a result of the Holocaust;
- Ensure that the historical events associated with the Holocaust continue to be regarded as being of fundamental importance;
- Educate subsequent generations about the Holocaust and the continued relevance of the lessons that are learnt from it;
- Assert a continuing commitment to oppose racism, antisemitism, victimisation and genocide.

How do we Remember?

The practice of remembrance should be personal, even when it is national. The creation of monuments and the commitment of government to ceremonial duty should not distance the individual citizen from engaging in personal acts of remembrance. It should encourage intra-societal discourse between individuals, communities and countries, to facilitate remembering with and learning from each other.

Remembrance should enrich and broaden personal experience and remove national, communal and personal barriers. Too often, remembrance exacerbates tensions and becomes politicised, or trivialises events through lack of knowledge or lack of desire to admit the past.

Acts of remembrance can be a screen giving the impression of activity, while the population remains unaware, or uninterested in any personal meaning. To this end, how we remember is important, as government can set the tone, but must also facilitate a meaningful and human encounter across cultural and generational divides.

The range of possibilities is limitless, though some of the categories might include:

- Government: Legislation, ceremonial, education curriculum development, funding;
- Education: School assemblies, visits to sites, speakers in school, e-mail discussions;
- Religious Institutions: Services of remembrance, interfaith events, statements;
- Cultural Activities: Lectures, performing arts, poetry reading, visual arts;
- Sites and Museums: Memorial events, civic/national events, colloquia, international events;
- Media: Television documentaries, screening of films, issues-based talk shows.

The danger is that of trivialisation. The more the Holocaust is exposed to society, the more people may *feel* able to deal with it. In addition, the 'remembrance market' could lead to its commercialisation through the need to raise funds, provide materials and to demonstrate new and innovative ideas. In this respect, while individual participation is to be encouraged, competition should be kept to a minimum in its implementation.

Remembrance should not be ‘controlled’, but the provision of well-researched materials and a co-ordinating body to assist in its implementation to various sectors and regions may provide a suitable focus for activities to revolve around.

Conclusions

Delegations are encouraged to consider the implementation of national days of Holocaust remembrance in their respective countries as a unilateral decision, but also to consider partnership with countries already holding such days.

The provision of a Holocaust remembrance day is a valuable means for individuals right across the broad spectrum of national life to afford dignity to the wasted lives of the Holocaust and of mass murder during the Nazi period.

It should also provide a focus on the consequences for the contemporary world.

A Holocaust Remembrance Day should respect the past, but look to the future; and should place particular emphasis on including and encouraging the young.

Directory of Holocaust Remembrance Around the World

Compiled by Yad Vashem

Argentina	Yom HaShoah recognized by Ministry of Education. Ceremony in Buenos Aires.
Asia	No Holocaust Memorial Day. Former Soviet States - May 9 commemorated.
Australia	No law passed. Yom HaShoah - Jewish Communities.
Belgium	Since 1998, May 8 annually marked victory of democracy over dictatorship. Commemoration of Victims of the Holocaust included in ceremonies.
Brazil	No federal law. May 8 - 'Heroes' and Martyrs' Day' - Sao Paulo and other states.
Canada	No national law. Yom HaShoah commemorated in Ontario, Montreal and Quebec.
Columbia	No law passed.
Costa Rica	No law passed.
Czech Republic	May 3 – Commemoration of Victims of Nazism. Government ceremony at Terezin.
Denmark	No official day. May 4, and November 9 - Ceremonies. November 1998 - Danish Government established organization for Holocaust research and remembrance.
Ecuador	No law passed.
Estonia	No law passed.
Finland	Unofficial - November 9 marked by educational institutions and media. (1998 - suggestion by a member of the Finnish Parliament that a Holocaust Remembrance Day be passed by European Parliament.)
Former Yugoslavia	No law passed. Yom HaShoah - Jewish Community. May 9 - 'Victory Day' - commemorating victims of Fascism.
France	July 16 – Commemoration of destruction of French Jewry. Implemented by J. Chirac, 1995.
Germany	January 27 - Commemoration of Victims of Nazism. State ceremonies, flags lowered, ceremony in the Bundestag. Also November 9 - Commemoration.
Greece	Yom HaShoah - Jewish Community. (Media coverage.)
Holland	May 4 –Remembrance Day - official. No specific mention of Holocaust victims.
Hungary	No law passed. Each Hungarian-Jewish community marks a different date.
Ireland	Yom HaShoah - Jewish Community. Participation of Government invited.
Israel	Yom HaShoah (Holocaust Martyrs' and Heroes' Remembrance Day).
Italy	Parliament <i>expected</i> to pass law - January 27 - Holocaust Remembrance Day.
Lithuania	September 29- Ceremony by Jewish Community at Ponar. Government flags fly with black banners. No school curriculum and little media coverage.
Mexico	No law passed.
Norway	November 26 - Jewish community in Bergen commemorates ten Jews who died whilst incarcerated - October 22-November 26, 1942.
Paraguay	No law passed. Yom HaShoah - Jewish Community.
Peru	No law passed.
Poland	April 19 - Jewish Community. Polish revolt of August '44 commemorated annually.
Portugal	Currently no day of commemoration observed.
Romania	No national day. Yom HaShoah covered by media.
Russia	No law passed.
San Domingo	No law passed.
Spain	Currently no day of commemoration observed.
Sweden	Committee to mark national Remembrance Day. Likely to be January 27.
Switzerland	Yom HaShoah - Jewish Community.
Ukraine	No national day. September 29 (Kiev) – Babi Yar Memorial.
UK	Holocaust Remembrance Day to be January 27.
Uruguay	No law passed. Yom HaShoah – Jewish Community.
USA	Yom HaShoah - (federal law, 1980) Official ceremony in Capitol Building.
Venezuela	No law passed.

2 f. Endowment Fund terms of reference

The basic concern of the Task Force Endowment Fund should be to enable the Task Force to pursue its own activities. The following priorities are suggested:

Financing the Task Force Liaison Projects, as approved at the March, 1999, London meeting. This is the main task of the Task Force at present, and every effort should be made to further it. Practically speaking, while governments inviting liaison projects should be encouraged to cover as large a part of the costs as possible, funds should be made available for experts from Task Force countries, as agreed to by the Task Force, to go to the host countries and execute the projects upon invitation. Some of the expenses for preparing special aids and materials relevant to each such venture might also be funded by the Task Force.

A second group of priorities could be discussed once the Endowment Fund is in place and funds become available, but not at the present time.

2 g. Academic Research on the Holocaust

(Prof. Yehuda Bauer, Yad Vashem, Israel, september 1999)

The Background

On the face of it, a large number of universities all over the world teach and conduct research about the Holocaust. In the US there are many hundreds of courses offered that deal with Holocaust-related topics. In the UK, the universities of South Hamton, Leicester, Wolverhampton, Sheffield, and some others do likewise. In Germany, practically every university deals with the Nazi period, there is the Centre for the Study of Anti-Semitism (Zentrum fuer Antisemitismusforschung) in Berlin, and a seminar on Holocaust at Bochum. In Freiburg, the Holocaust is taught in the context of dealing with the Nazi period. In Warsaw, the department for Jewish Studies deals with the Holocaust. In Sweden a course on the Holocaust is offered at Uppsala University. A similar situation obtains in many other countries.

However, appearances are misleading. And one has to differentiate between teaching and B.A or even M.A courses, and research. In the US, for instance, the university teachers of undergraduate in most cases have no proper grounding in Holocaust history. Research is concentrated on the perpetrators and the American bystanders. There are very few exceptions (at NYU, at UCLS, and a couple of other places). In the whole of the United States and Canada, historians dealing with the Holocaust who can do research on Eastern Europe (where after all, most of the victims and most of the destruction took place) can be counted on the fingers of one hand. The Holocaust is taught largely by well-meaning persons who have taken in some of the secondary literature and teach the subject on an undergraduate level. On the other hand, interest on the part of the students is tremendous. Which of course is the reason why so many courses are taught. The emphasis on the perpetrators, and in much smaller part on what we inaccurately call the "bystanders", clouds the main issue – one cannot deal with the Holocaust unless one knows why the Jews were victims, and what there relations were with the nations where they dwelt. Comparisons with

other genocides are even more difficult, as only very few academics anywhere deal with them (at UCLA, in New York state, at Yale). There is a relatively new Association of Genocide Scholars (chaired by Roger W. Smith), which is struggling hard to survive.

In many universities Holocaust studies become part of Jewish Studies programs, thereby making the subject a sectorial one and preventing an interdisciplinary approach. They are tucked away, safely as far as the administrations is concerned, in to a "jewish corner", with large numbers of students (in their majority not jewish), but no longer threatening vested departmental interest which look askance at the "invasion" into their fields by this new-fangled concern. The fact that the Holocaust is a specific jewish tragedy but with universal implications that must be dealt with all of humanity, is not sufficiently clear to most academic administrators.

Much of the teaching of the holocaust also occurs in departments of literature, philosophy, theology, psychology and sociology. There the historical background is usually – with some exceptions – missing completely, and students analyse human suffering as such, psychological issues as such, all of which can be done without dealing necessarily with this specific unprecedented disaster.

There are in the United States, where Chairs dedicated to the subject, remain empty largely because there is no one qualified to fill them. A recent attempt to found a Chair at Harvard ended in confusion and no one was appointed. The Chair at UCLA is held by an Israeli guest – Saul Friedlander – who is approaching retirement. The Chair at Brandeis was renamed because they could not find any one to fill it. The same happened in St Louis. The Chair at Yeshiva University is rotated, and its incumbency unclear. There are two hopeful developments: at Clark University (Worcester, Mass.) a Holocaust Centre has been established, with two Chairs, preparing M.A and PHD candidates – except there is no one to teach Eastern Europe, so there is the usual exclusive emphasis on National Socialism. At the Richard Stockton College (Pomona, N.J.) there is a rotating Holocaust Chair, which is now part of an M.A program training teachers. Again, there is no one teaching Eastern Europe.

In the UK great studies forward have been made, but again, Eastern Europe is largely left out. Only in Germany is there a trend in a different direction. At the Historical Seminar in Freiburg, at the Hamburg institut fuer Sozialforschung, and in some other places, young academics learn the necessary languages and are beginning to deal with the crucial issues of the developments in Eastern Europe, in combination with the history of the perpetrators. There, too, sociological and psychological studies are being begun, based on historical knowledge.

The situation in Israel is not much better. There are Holocaust Studies departments at the four Israeli Universities, but only two academics deal with Eastern Europe. At Hebrew University, of three tenure track positions a few years ago, only two are now left. There are tremendous financial and bureaucratic obstacles in getting more people trained to teach – essentially – the future teachers of the subject. The students are there, the teachers are not.

In all these countries, young people are preparing themselves for academic careers must be given some hope of future employment, otherwise they will go and study other subject. In Germany, practical all the young academics swiftly becoming first class-experts in Holocaust Studies are without any real prospects of academic employment. "When my present scholarship ends in July, 1999, I will take my hat and go begging in the streets", one of the best of them said to me only a

couple of weeks ago. On the other hand, someone in the US with the proper qualifications would presumably be lapped up immediately – except that there are very few opportunities of acquiring the necessary knowledge. While therefore a great deal of lip service is paid to the importance of studying and researching Holocaust and Genocide, and it is clear to everyone that unless one develops a strong academic basis there will be no training in the subject, in practice most people who teach it have no real well-rounded and universal expertise. Of course, one does not have to have hundreds of such experts, but those that are there cannot fill the needs. The counter-question then is – well, if so, then who are the multitudes that come to the innumerable academic conferences on the Holocaust held all over the place? The answer is that the best among them are indeed experts in partial aspects of the topic. Others, as in any academic discipline, do not have any great findings to contribute to the general knowledge. Which leaves the general field to mystics and preachers of different sorts; it is not difficult to see that if this persists, interests in the subject will wane and, as stated above, without an academic base of educated teachers there will ultimately be no one available in primary and secondary or high schools to teach the children.

Possible Task Force Activities in the Field of Academic Research – Academic Subcommittee

It is a generally accepted fact that in the long run no teaching of the Holocaust, or even meaningful remembrance, are possible without an academic base that will provide expert knowledge and make possible teacher training. Such academic bases in different countries will have to deal both with the general aspects of Holocaust and Genocide Studies and with the country-specific issue relevant to the local situation. Academic involvement comprises the following interdisciplinary teaching on the undergraduate, graduate and post-graduate level; research into different aspects of the subject on an international, interdisciplinary, comparative and interfaith basis; active participation in teacher training in the framework of Schools or Institutions of Education Departments.

What is needed is to encourage academic institutions to establish tenure track positions that will engage – on the international interdisciplinary, comparative and interfaith basis mentioned here – in research, teaching and training in Holocaust and Genocide Studies. To achieve that aim, travelling scholarship should be made available to young persons willing to study the subject wherever the best teachers are found; the PHD degrees should preferably be awarded in the country where the person plans to live and research and teach. Out of a group of such students, the best will hopefully be employed by colleges and universities to fill the needs outlined her. Emphasis in Holocaust Studies should be placed on acquiring the language and disciplinary skills that will enable the candidates to deal with the victims, perpetrators and bystanders in a well-balanced form. The same will apply to comparative Genocide Studies.

The Task Force could consider the following options for practical action:

- A declaration to be made at the Yad Vashem Conference in October 1999, and repeated at the Stockholm Conference in January 2000, urging governments to support academic institutions that will be willing to engage in the activities mentioned above. Governments should be encouraged to allocate central funds or seed funds, and/or call upon private initiatives to establish funds, that will enable colleges and universities to do the job.
- If and when the Task Force establishes its own Endowment Fund, the possibility should be examined to use such fund to provide scholarship as in above.

- If and when the Task Force establishes such an Endowment Fund, international academic conference that have a direct bearing on the Task Force's aims could be supported.
- The Task Force governments, and any other governments that may so wish, could circulate among the academic institutions in their countries their support of the desirability of providing such scholarship to promising students.
- The Task Force should establish a subcommittee consisting of one academic from each country to work on additional proposals. In the meantime, its first task should be to survey the present situation as far as academic research, teaching and teacher training, is concerned. This will be not easy, and will take some time, and may required special funding. Task Force countries should be asked to provide such funding.

3a. Summary of the Meeting of the Working Group of the Task Force, 7 May, 1998, in Stockholm

The evil that is the Holocaust constitutes a fundamental challenge to our ability to learn lessons from the past. Remaining indifferent and not trying to understand the "why" of the Holocaust could threaten our common future.

It is thus always the responsibility of parents, teachers, politicians, and all adults to teach our children that the right choice exists equal to the wrong one. To accomplish this task in a complex world, people and countries need to share experiences.

International co-operation should be directed toward highlighting the Holocaust and making an inventory of those aspects that merely have been touched upon and those that have been neglected.

Joint international actions and projects should aim at long-term changes and effects of attitudes. Knowledge about the Holocaust should be woven into existing structures, for example, the education-al system, research, and training of teachers and journalists.

Preserving the narratives of Holocaust survivors is a key issue since the time left to document the memories is running out.

Young people are a key group, likewise their parents. In fact, it was an opinion poll revealing young people's lack of historical knowledge that gave rise to the Swedish project. One way to influence young people is to organise and give support to visits to the concentration camps. Another suitable area for co-operation is the use of the Internet as an instrument for spreading information about the Holocaust. This would include discussions of the most effective ways to utilise this channel, and how to deal with the proliferation of Nazi and racist material on the Internet.

Further training for teachers and expanded research are two suitable areas for international efforts. By giving the key figures in the education of children and young people - that is to say, the teachers - a sound grounding, knowledge about the Holocaust will spread like rings on the water.

Co-operation might also entail support for the compilation and production of information as well as various types of cultural events.

Conclusion

At the Stockholm meeting on the Holocaust, it was decided by participating representatives of the British, Swedish, and US. Governments to establish a task force for international co-operation to spread knowledge about the Holocaust. The group should consist of personal representatives to the heads of state or governments. Professor Yehuda Bauer of the Yad Vashem Institute will work as an independent advisor to the group.

The group has agreed to follow up on issues and projects discussed and proposed at the Stockholm meeting. It will collaborate closely with NGOs and others active in disseminating knowledge about the Holocaust.

It was agreed that the group will have a meeting in Washington in September this year in order to present progress reports on the projects listed below. It was agreed upon to elaborate an action-oriented report to be presented by high representatives of the heads of state or governments to the Washington Conference on Holocaust-Era Assets on November 9, 1998.

The Swedish representative is willing to act as co-ordinator until the first meeting in Washington in September 1998.

It was agreed upon to focus international co-operation on Holocaust educational activities, public activities, testimonies of survivors, proper ways to reach out to young people, a global survey on Holocaust education to be presented in national reports, and co-operation on how to use the Internet in connection with these activities.

3b. Summary of the Meeting of the Working Group of the Task Force, 25 September, 1998, in Washington, DC

Chairmanship of the Task Force was passed from Sweden to the United States, and the Task Force welcomed Germany and Israel as members. Agreement was reached on a discussion paper outlining the purpose and goals of the overall initiative. The Working Group agreed on a set of concrete projects, some of which would be works in progress, to be presented to the Washington Conference on Holocaust-Era Assets. They would include:

- a directory of organisations involved in Holocaust education as a preliminary step toward completing a comprehensive survey/catalogue of Holocaust education efforts underway world-wide, to be prepared by Sweden and the United States;
- an insert to the Swedish book *Tell Ye Your Children...*, demonstrating how an international version and individual national versions of the book can be created, to be prepared by Sweden;
- a guide to finding and using archival material, to be prepared by the UK and the U.S.;
- a set of suggested Holocaust education guidelines, to be prepared by the UK;
- a proposal for an International Day of Remembrance, to be prepared by the UK;
- Task Force declaration on archival openness, to be drafted jointly by the U.S. and the UK;
- Task Force declaration on promoting Holocaust education, to be drafted by the U.S.

Each respective lead nation will work with relevant NGOs and other participating governments to prepare material for the Washington Conference. Subject to final agreement among the five governments, those projects and other supporting materials will constitute the report of the Task Force to the Conference.

Concept Paper

A Swedish-initiated "discussion paper" on the work of the Task Force was adopted by the Task Force governments. Progress reports were given by each of the lead nations on projects for which they are responsible.

Washington Conference Plans

USA representatives briefed the group on plans for the Washington Conference on Holocaust-Era Assets. Museum officials described the showcase idea, explaining that Task Force materials and

other educational material would be displayed at the Museums tile wall, while sessions on different aspects of Holocaust education would take place in the classrooms. They said the aims were to demonstrate the topic's importance, to persuade attendees that they could implement Holocaust education programs, and to make lasting contacts that lay a foundation for future co-operation.

Declarations on Promoting Holocaust Education and Archival Openness

The Task Force decided to produce working drafts of declarations on promoting Holocaust education and archival openness. While the Conference is not a governmental decisionmaking event, it would be useful to put before the Conference serious non-binding declarations on these subjects.

3b. Summary of the Meeting of the Working Group of the Task Force, 3 December, 1998, in Washington, D.C

Enlargement of the Task Force

France, The Netherlands, Italy, Canada, Belgium and Poland have expressed interest to become members of the Task Force. The group agreed that France, the Netherlands and Poland should be invited to join the Task Force and to make it clear to them that membership involved certain obligations. The Task Force working group agreed to consider any further expansion carefully during the next working group meeting.

Work in Progress

The International Directory of Organisations in Holocaust Education, Remembrance and Research has been posted on the website of the United States Holocaust Memorial Museum.

It was discussed that the Swedish book "Tell ye your children..." could be used as an example of the kinds of publications that can make a contribution to the goals of the Task Force. Other books from other countries could be added in a mix of recommended publications.

The United Kingdom described the advancement and process to get responses to the inquiries of an archival guide. It was noted that the U.S National Archives was putting its finding aids up on the Internet, beginning with assets issues and building up from there.

Concerning remembrance day, the United Kingdom reported that the call for countries to select a Holocaust Remembrance Day received extensive press coverage. Israel / Yad Vashem suggested that a sub-working group should be created to look into Remembrance Day issues for the next Task Force meeting.

Field Missions and Other Activities

USA reviewed the concept of joint field missions of NGO experts and diplomats travelling to meet with national and local education officials and educators. Israel / Yad Vashem volunteered to write the Field Mission concept paper. He also suggested an annual Task Force conference of

educators to be held in a different country each year at which participants in the field missions could report their experience.

The working group discussed the use of legal and historical experts to combat Holocaust Denial, in hope that they can suggest options to take legal steps.

Germany suggested that the Task Force produce and maintain a website with a calendar of events and conferences relating to the Holocaust internationally. Wesley Fisher of the Holocaust Memorial Museum offered that the Museum could maintain such a calendar on its homepage, including a list of Holocaust Remembrance Days in different countries.

Endowment Fund

The working group supported the creation of an endowment fund to the Task Force. The Swedish government would like to be able to launch the fund at the Stockholm Conference.

The Stockholm Conference

The announcement of Sweden's intention to host a conference on Holocaust education in late 1999 or early 2000 was welcomed by the Washington Conference. The working group discussed the relationship between the Stockholm Conference and the Yad Vashem conference for educators set for October 1999. Avner Shalev and Yehuda Bauer emphasised the importance of drawing a distinction between the two conferences, with the October conference designed for educators and the Stockholm meeting for political, religious and civic leaders.

3 e. Summary of the Meeting of the Working Group of the Task Force, 8-9 March 1999, in London

Meeting opening

Jeremy Cresswell, Chairman (UK) welcomed all delegates on behalf of the Foreign Secretary, particularly those from France (observers), the Netherlands and Poland who were attending for the first time.

Review of progress

Directory/survey of International Holocaust education: many errors in addresses, etc which had to be corrected; US Holocaust Memorial Museum (USHMM) may make it available in other languages but believed it appropriate for member countries to provide translations.

Calendar of events - difficult to find out what was happening in a number of countries. The USHMM was happy to be the central point for information.

A calendar of events' contact to be designated from each country delegation to make sure the relevant information is collected and transmitted. The formation of a sub committee with specialist input to carry forward the survey. A 'survey' contact to be designated from each country delegation to gather curricula and other educational information and send on to USHMM.

Archival website guidance

Those contributing countries/institutions who had not commented should be asked whether they needed any help in mounting their information on the website. The home page of the website would be redrafted to help people to access records by links and pointers, not by reproducing the information. The French 'observer' was tasked to pursue putting the 1995 Paris conference record on the website.

Holocaust Education Guidelines

In discussions it was agreed that this could be disseminated in a variety of ways, e.g. used as a discussion document at education conferences/ seminars etc; send with letters explaining our Liaison Projects concept send to museums/NGOs/institutions for further distribution as they see fit send to ministries of Education. Chair to circulate the education guidelines to Task Force Members.

Annual Holocaust Educators' Conferences

There was unanimous support for Task Force "moral sponsorship" of the Yad Vashem conference in October 1999. The offer to other countries to host future conferences had been noted. There was no real conflict between the Yad Vashem conference and the Stockholm conference. Future requests for Task Force sponsorship will be treated on an ad hoc basis. Important that sponsorship not be devalued by sponsoring too many conferences/events or any of dubious quality.

Holocaust Remembrance Day

Mr Smith (Beth Shalom, UK) opened the discussion by describing consideration of a British day. He noted that in Europe it was difficult to find a single date equally meaningful and appropriate to all. The overriding principle was that any such day should be a day not just of remembrance, but also of education. Mr Cresswell (Chair, UK) said UK Government Ministers would be consulted soon on this.

In addition to calling on Governments for support, it was suggested that the Task Force also approach Parliaments, the Council of Europe and the European Parliament, as means of disseminating and supporting a Commemoration Day.

Each Task Force delegation should nominate an individual as a co-ordinator for this subject. Using the Stockholm Conference as a target for achieving progress could be a productive idea. Subject to the views of the Swedish Government, the Task Force could channel ideas to the Stockholm Conference.

Endowment Fund

Sweden supported the idea of an Endowment Fund and had provided a model agreement for the Fund on the assumption that the Fund would be headquartered in Stockholm. If the Task Force agreed, the Swedish government was prepared to launch the Fund.

- The fund should not compete for sources of finance with other Holocaust related institutions. Finance for the fund would have to come from governments and institutions that had nothing to do with these issues. The Task Force cannot function in the long term without funding of its own
- it need not be a huge amount of money.

- Any Fund should not be a fund for financing other institutions, and the administration to operate the fund should be financed by the host government not the fund itself.
- The bureaucracy for operating the fund would be small and lean. Funding could be shared between the host government and the Task Force Chair.
- The fund should be administered, at least at the start, by an existing organisation with experience in Holocaust education. Details of what the fund can and cannot do are necessary before putting a structure in place. Some percentage of the fund could be used for administration, until the administration is finally established.

Creation of the fund could be announced at the Stockholm conference. Further discussion required on this subject including the likely size of the fund.

A new paper should be prepared bringing together the various ideas expressed by the Task Force with a view to discussing the idea further at the next working group meeting.

Professor Bauer and the Swedish delegation agreed to work on a new draft of the fund paper including more detail on objectives etc. It was recognised that difficulties on the institutionalisation aspects of the fund concept need to be clarified and more details needed of what the fund will be used for and what it will not be used for must also be clear to all Task Force members.

Field Missions/Liaison Projects

Mr Freeman (US) said Field Missions should be a primary vehicle for Task Force outreach to other countries. The US re-drafted Field Missions paper had borrowed considerably from Yad Vashem's original draft but had broadened the concept far beyond teacher training. He visualised a series of missions starting in summer 1999. Missions would be made up of ideally three member countries reflecting diplomatic and cultural ties with the country to be visited.

Missions should only visit countries that have invited them to do so. To date the Czech Republic has expressed an interest as have (informally) the Argentines.

Missions should form the heart of Task Force activities but should be developed further with a flexible approach.

Responsibility for organising missions would rest with the Chair or the Chair can nominate a mission leader.

Essential that work in this field has already been done and what level of knowledge teachers have about the Holocaust in the proposed country.

Considerations when developing concept of missions

- Teachers can be resentful of westerners parachuting in, conducting one workshop and then leaving
- Senior and Head Teachers should be involved. Junior teachers require their support
- NGOs are mostly still fledgling in Central and Eastern Europe. They want to see longer projects.

- Expect a certain amount of resistance from some education ministries - Holocaust education is not often seen as a priority.
- Education ministries also need to be lobbied by visiting mission.
- Teachers in cities tend to have some experience of Holocaust matters. Teachers in smaller towns do not.
- Each country is different and needs to be approached in a different way. Need to have a strategic plan for each mission. We must be responding to a request not imposing ourselves.
- In 1999 Task Force governments should fund their own mission members. In 2000, missions could be partly funded by the Endowment Fund, if set up by then.
- Prior assessment of countries, level of Holocaust education etc not necessarily costly or time consuming. The Task Force can use contacts in governments, NGO to NGO contacts and Embassies.
- Missions should be looking at longer term cooperation, integration with other Task Force activities and have more depth, i.e. cover remembrance and archival issues as well as education.
- The Task Force to consider establishing a point of contact in each country with a project to act as a long-term link between the Task Force and the country, and to be responsible for follow-up. Follow-up is essential for the missions to be effective.
- The Czech government had approached the Swedish "Living History Project" for a contribution to their Holocaust Phenomenon Conference in October. The Task Force could combine this conference with a field mission and use the Czech Republic offer as a pilot project.
- Must stress the partnership between the Task Force and the countries we visit.
- Still some confusion between the pedagogical and political aspects of the missions. Little clear detail of what government and NGO representatives will do. Need to slow down and work towards the Stockholm Conference as a showcase for the pilot project. What is done in 1999 can be viewed as an experiment.
- Not possible to send a mission to a country without host government's agreement even if invitation not from host government.
- Not necessary to go so slowly in realising missions concept. One pilot project not enough this year. By Stockholm conference the Task Force should aim to have two missions under its belt to showcase. It would be a mistake to wait until the next meeting to try to achieve consensus.
- "Field missions" renamed several times during discussion in an attempt to better reflect their purpose. Variations included "outreach teams", "cooperation teams", "partnership teams". The final agreed name was "Task Force Liaison Projects"
- There was a feeling that we could not afford to make mistakes that we needed to get it right. To do this we might have to proceed more slowly.
- The UK in principle supported the concept of Liaison projects and that the Czech Republic would be a good pilot project. The UK looked forward to receiving the US redrafted paper, reflecting Task Force discussions, before commenting substantively. Other Task Force delegations were encouraged to send their comments on the paper directly to Mr Cohen with a side copy to Mr Cresswell.
- In a subsequent sub-group discussion it was agreed that Sweden would explore further with the Czechs the prospects for a mutually beneficial pilot project. Task Force members would be informed and invited to comment before any further commitments were made.

Stockholm Conference

The Swedish delegation introduced their concept paper on the Stockholm conference; they proposed to circulate a draft agenda by next meeting. Organisers would not expect to have high-level politicians for the whole conference. This conference different to London and Washington

conferences, less controversial addressing the question of politicians meeting experts. Possibly have a seminar on responsibilities of politicians.

Task Force members gave unanimous thanks to Sweden and Prime Minister Persson for this conference. Task Force governments should alert senior ministers to the conference. The Swedes would draw together the content of the conference but look to the Task Force for expertise.

Any other business

Mr Cresswell (Chair, UK) noted there were no set rules on chairmanship. There was a general feeling that two further meetings should be held this year. In the light of informal discussions he suggested that the UK should retain the chair until the end of June, and hold a meeting in late June in London. Thereafter the chair would pass to Israel who would look to host a meeting at the time of the Educators' conference in Jerusalem in October. In the run up to the Stockholm conference the Chair would pass to Sweden. This was agreed.

In the absence of further expressions of interest in joining the Task Force Mr Cresswell (Chair, UK) wondered whether there was actually a need to discuss the issue of Task Force expansion. Mr Freeman (US) noted that the Task Force had reached a good size. He hoped that the French observer would convey the substance of the meeting back to Paris and that France would decide to become a full member soon.

Professor Bauer asked that the subject of Academic Centres should be placed on the agenda for the next meeting so a fuller discussion could take place. He would prepare a paper for the next meeting outlining the problems, but not suggesting solutions, for discussion. Briefly he explained that academic centres were needed for 2 main reasons. Firstly, these centres could conduct locally the necessary research, and secondly, they were needed to train the teacher-trainers. Without these centres the efforts of the Task Force will not be successful.

3 f. Summary of the Meeting of the Working Group of the Task Force, 25 June 1999, in London

Meeting opening

Jeremy Cresswell (Chair, UK) informed delegates of the French Government's decision to become full members of the Task Force although they remained observers at this meeting.

Directory/Survey of International Holocaust Education, Remembrance and Research efforts

Each delegation to nominate an individual to participate in an Editorial Group for Task Force information projects headed by Dr Fisher (US).

Archival Website

Dr Fisher to ensure that the website contains a brief statement explaining that the website is not a 'comprehensive' archival guide.

Remembrance Day

The Task Force supported Stephen Smith's (Beth Shalom, UK) project to build on the work done by Yad Vashem and further collate information on Holocaust commemoration worldwide.

The Task Force agreed to take up Professor David Cesarani's (Weiner Library, UK) and Stephen Smith's offer to produce a concept paper by mid-July. This paper, once endorsed by the Task Force, could be used as part of a diplomatic strategy to stimulate debate and encourage consideration of the Remembrance Day idea by non-Task Force governments.

The Remembrance Day initiative should be brought to the attention of the Council of Europe

Liaison Projects

The Liaison Projects Concept paper was agreed. The Swedish delegation will write to President Havel's office to see whether the Czechs have developed a response to Task Force proposals for co-operation. Delegations and particularly NGOs should be encouraged to consider whether they want to make contributions to the Czech Liaison Project. Offers should be relayed to the Swedish delegation.

It was noted that there was a growing interest in liaison projects by more and more countries - e.g. the Baltic States, Slovakia, Bulgaria, Romania, Argentina and Russia. Delegations should report serious expressions of interest to the Chair: it was important to collate such information, inter alia in order to avoid unnecessary duplication of activity.

The Task Force was grateful for the Dutch presentation and looked forward to seeing how the Dutch ideas will fit with other Liaison Project activities. The US suggested approaching, in conjunction with other Task Force members, those governments who might wish to know more about Task Force developments and activities. In the broader context, it was recognised that the idea of a permanent Task Force secretariat was a valid, if difficult one, which warrants further discussion.

Endowment Fund

Not underestimating the difficulties with this concept, the Swedish delegation will work with Professor Bauer to produce one substantive paper on the concept by September 1999 for circulation to delegations ahead of the October working group meeting in Jerusalem.

Stockholm Conference

The Task Force was grateful to the Swedish delegation for briefing the group on progress to date and stood ready to provide support as and when it was needed.

Academic Research Proposal

Task Force governments should nominate (by 15 July) one academic expert to sit on a sub-committee, to be set up with Professor Bauer's help, which will look at current work in this field and work on proposals for new work to be put to the Task Force. Nominees should not be government representatives.

- Sub-committee could use virtual' methods.
- Sub-committee to report at the next working group meeting.

Task Force Membership

The Task Force welcomed Italy's application to join and unanimously agreed its application. The Task Force also informally agreed to place a moratorium on further expansion until at least after the Stockholm Conference, but the Chairman should remain open to expressions of interest. Offering observer status to interested countries was one possible way accommodating them. Another useful, but potentially difficult, suggestion was the establishment of a set of criteria which potential members would have to meet. Also noted in this session was the possible complementary nature of Task Force efforts with other international organisations (Council of Europe, OSCE, UN Human Rights Commission).

The UK, as outgoing Chairman and Sweden were invited to approach the Council of Europe and the European Parliament and to report at the next meeting.

Yad Vashem International Conference

The Task Force was grateful to Yad Vashem for briefing the group on the Conference scheduled in October 1999.

Publicity/Public Information

Dr Fisher's offer for the US Holocaust Memorial Museum team to design a Task Force logo was gratefully accepted. A discussion should be held at the next working group meeting on an updated substantive report on the Task Force's work for the Stockholm Conference. The Israeli chair was encouraged to issue a press release on the occasion of the next working group meeting.

Historical Commissions

A discussion on the work of Historical Commissions whose remits included Holocaust education should be included on the agenda at the next working group meeting.

Polish activities

The Task Force noted various activities reported by the Polish delegation:

- Holocaust/human rights/racial prejudice issues would soon become compulsory parts of the Polish national curriculum
- Characterisation of a draft supplementary history and social science textbook on the Holocaust
- The holding of a seminar with the American Auschwitz Jewish Foundation
- The establishment of a centre in Warsaw by the State Auschwitz Museum to teach Holocaust/genocide issues
- Publication a new book "Auschwitz Poems"

Task Force Chairmanship

Israel would take over the Chairmanship from the UK on 1 July 1999. Sweden would take over in late 1999, Germany and the Netherlands expressed willingness in principle to take on the Chair later in 2000.

The next working group meeting would be held on 13-14 October with the first day at the Ministry of Foreign Affairs and the second day at Yad Vashem. Mr Shmuel ben Shmuel, Director, World Jewish Affairs Division at the Ministry of Foreign Affairs would replace Ambassador Ben-Ami as head of the Israeli delegation and would be Chairman.

3 g. Summary of the Meeting of the Working Group of the Task Force, 13-14 October 1999, in Jerusalem

Israeli MFA chaired the Task Force for International Co-operation on Holocaust Education, Remembrance and Research Working Group meeting in Jerusalem (13-14 October) in parallel with the Yad Vashem International Conference.

Task Force Liaison Projects

Czech project was cited as being a success and a model example. Technical and political follow-up needed. It was agreed that rather than Task Force Working Group (TFWG) members over-lapping with projects a process of co-ordination and information gathering be undertaken and shared centrally. UK put forward paper "Liaison projects/membership: the next steps". This was agreed and circulated amongst TFWG member countries.

Chairmanship

Rotation of Chair raised; it was agreed that the length of Chairmanship should ideally be increased to 6 months. The period of the Israeli Chair is to continue until end November 1999, followed by the Swedes December 1999 to end February 2000, then by the Germans until end October 2000; Netherlands from 1 November 2000 until end May 2001.

TF Membership

Discussed extensively but without conclusion. To maintain a limited membership of the nine TFWG countries but have a two-tier system was offered but not without reservations from many delegates; an expanded TF concerned some that this may make it too unmanageable for decision making. Automatic membership by virtue of liaison project initiatives was also suggested by some delegates - this again was left without conclusion. It was however agreed to consider this further at Stockholm; in the meantime expressions of interest in joining the TF are to be directed through the Chair and circulated to current TF members.

Remembrance Day

The UK delegation briefed the Task Force members on the progress of the UK's national Holocaust Remembrance Day - to be commemorated on 27 January. If agreed a formal announcement is expected to be made on at the Stockholm Conference. The first commemoration of this day is proposed for 27 January 2001. UK agreed, to prepare a paper together with the Dutch and Israeli's on Holocaust Remembrance Day options in advance of Stockholm.

Holocaust Endowment Fund

Only three comments on Professor Bauer's proposal were put forward (UK, Germany and the US). Suggestion that an existing academic institution (non-Jewish) administer the Fund was well received; contributions by TF country members in setting-up the fund was agreed in principle. The German delegation agreed to search for a suitable academic institution to administer the Endowment Fund. It is hoped that the announcement of a Fund can be made at Stockholm. How to use and disburse the funds was considered unclear and contentious by some delegates. It was agreed however that no such fund be used to cover bilateral agreements or travel expenses. The US and German delegations agreed to submit a policy paper on this issue by end November.

International Archival Co-operation

Still some archival obstruction - namely the Vatican.

Call was made for TF countries to encourage openness for both public and private archives. Aid for computerisation of records was mentioned as a crucial part of access for such information. It was noted that in some cases the archivists themselves did not know everything about their holdings; it was agreed that this kind of long-term (expensive) project requires careful planning and that the US Holocaust Memorial Museum (USHMM) and Yad Vashem would discuss this after completion of their major current projects.

Holocaust Research

Professor Bauer said he was not encouraged by the state of academic research in all countries. It was suggested that a subcommittee of academics (one from each TF member country) be created. The UK, Sweden, Israel, Germany and Poland have already nominated academic researchers to serve on such a committee -other TF members were encouraged to do so in the near future.

Internet Projects

Dr Fisher (USHMM) covered existing projects such as the Holocaust organisation list and calendar of events but stressed that this dependant upon TF members supplying this information for inclusion in the web-site. The use of hyper-links to related sites (including official government ones) was agreed as a useful complement to the proposed TF web-site. An editorial group for Internet projects has been established and will work together on projects in advance of the Stockholm Forum.

Any other business

German delegation requested, at the next TF meeting in Stockholm, a session on the evaluation of Holocaust textbooks

The US suggested the Chair collate a central file for recording minutes of meetings and for new TF members joining

Polish delegation offered to prepare, with Yad Vashem, a paper on the TF study mission to Poland

3 h. Summary of the Meeting of the Working Group of the Task Force, 25 January, 2000, in Stockholm

Swedish MFA chaired a short meeting of the working group of the Task Force for International Cooperation on Holocaust Education, Remembrance and Research Stockholm on January 25 on the eve of The Stockholm International Forum on the Holocaust.

Report on Task Force activities

The meeting paid special attention to the need of Task Force "liaison projects" with countries which have requested assistance to develop and expand Holocaust Education. It was agreed that such "liaison project" could develop into a main activity of the Task Force in the future. It was

suggested that one or more Task Force countries would take the lead in such projects. It was suggested that each liaison project would have to be tailor-made in accordance with both the needs of the recipient country and the capacity of the Task Force to assist. It was agreed that the government representatives in the Task Force would play more of a diplomatic – political role, but that institutions and NGO:s in the Task Force countries possessed the real capacity and expertise to provide the assistance required. The first Task Force liaison project with the Czech Republic was highlighted again and Czech representatives were invited to give a progress report. The Czech representatives expressed interest in further Task Force participation in forthcoming educational activities in the Czech Republic. Interested Task Force countries were invited to pursue this matter further in direct contact with the Czech Delegation to the Stockholm Forum.

It was mentioned that several countries inter alia Argentina, Bulgaria, Latvia, Lithuania and Romania had expressed an interest in liaison projects. The incoming Chair (Germany) of the Working Group undertook to initiate contacts among Task Force members in order to find suitable "lead countries" for the next liaison projects of the Task Force.

Task Force membership

The issue of membership was discussed in the light of the need for finding a practical and viable solution that would balance the need for efficient decision-making with the principle of inclusiveness. It was noted that several countries have expressed interest in joining the Task Force and in some cases also presented concrete liaison project-ideas which will be studied. The discussion did not lead to any conclusion. The question will again be on the agenda for the next working group meeting. It was however agreed that liaison projects offered an opportunity to countries wishing to become members to develop a relationship with the Working Group. The fact that Czech Republic representatives had been present at the meeting where their liaison project was discussed was an example of this.

Endowment Fund

The meeting unanimously expressed a willingness to establish an Endowment. It recognised however the need for establishing formal rules and regulations for the administration of as well as clear objectives for the Fund. This work will be undertaken by the Working Group. The Swedish Ministry for Foreign Affairs offered to arrange for the opening of an account for contributions for the time being.

Any Other Business

A representative of the German delegation presented a project, developed by Sweden, Germany, Poland, the UK, and the Netherlands, concerning the evaluation of the Holocaust education in different countries. The aspect that different historical and cultural backgrounds underlines the desirability of programs tailored to meet specific needs, was mentioned. The meeting noted the request to establish a 'sub-committee' tasked with evaluating Holocaust education and international cooperation in this field.

Germany, as in-coming chairman of the Task Force, invited to a meeting in Berlin in early April and another in Buchenwald end of September. The latter will be in connection with a Conference on school-books and text-books dealing with the Holocaust on September 25-29.